



## **Miami-Dade County Public Schools**

### **ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2016-2017**

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**TABLE OF CONTENTS**

INTRODUCTION .....2

SECTION I. 2016-2017 Students’ Demographic Characteristics .....3

SECTION II. 2015 and 2016 Assessment Results by ELL Status .....4

SECTION III. Progress of ELL Students in English Language Acquisition.....11

## INTRODUCTION

This report is intended to address the following three areas. First, it describes the demographic characteristics of students classified as English Language Learners (ELL). Second, it compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2016 and 2017 Florida Standards Assessments (FSA), and End-of-Course (EOC) assessments. Third, it describes the results of ELL students on the English Language Proficiency assessment known as ACCESS for ELLs 2.0. Each of these three areas is described in a separate section of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, a language survey inquiring about student and parent language use is completed. If the student's or parents' primary language is not English, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. The English proficiency level for ELL students can range from ESOL 1 (lowest) to ESOL 4 (highest). ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. The students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined. Once it is ascertained that a student has acquired English proficiency, the student no longer participates in any ESOL course and is considered as having exited the ESOL program. At this point, the student is classified as *formerly* ELL (ESOL level 5); during the two-year period following the exit from the ESOL program, the student retains this status and the student's academic achievement is monitored.

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. For comparison purposes, *formerly ELL* and *non-ELL* categories are included in the report. The non-ELL category includes students who have been out of the ESOL program for two years or longer, as well as those who have never been classified as ELL students.

Please note that the Every Student Succeeds Act (ESSA), which was signed into law in 2015, imposed new requirements on the reporting of results of ELLs beginning with the school year 2017-2018. Consequently, the present report is the last one in the series of "pre-ESSA" reports.

## SECTION I

### 2016-2017 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of February 2017. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, SPED status, and student language.

Table 1  
*2016-2017 Demographic Characteristics of Students in Grades K-12 by ELL Status*

		ELL (n = 72,712)		Formerly ELL (n = 27,713)		Non-ELL (n = 247,769)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	599	<b>0.8</b>	248	<b>0.9</b>	3030	<b>1.2</b>
	Black	5232	<b>7.2</b>	1930	<b>7.0</b>	64401	<b>26.0</b>
	Hispanic	64799	<b>89.1</b>	24712	<b>89.2</b>	156372	<b>63.1</b>
	White	2011	<b>2.8</b>	762	<b>2.7</b>	21796	<b>8.8</b>
	Other	71	<b>0.1</b>	61	<b>0.1</b>	2170	<b>0.9</b>
FRL Status	Free	57944	<b>79.7</b>	21375	<b>77.1</b>	158942	<b>64.1</b>
	Reduced	3373	<b>4.6</b>	1765	<b>6.4</b>	17577	<b>7.1</b>
	Non-FRL	11395	<b>15.7</b>	4573	<b>16.5</b>	71250	<b>28.8</b>
Student Language	Spanish	63831	<b>88.4</b>	24312	<b>87.7</b>	97680	<b>39.4</b>
	Haitian Creole	4686	<b>6.5</b>	1756	<b>6.3</b>	6526	<b>2.6</b>
	Other	3655	<b>5.1</b>	1645	<b>5.9</b>	143563	<b>57.9</b>
SPED Status	Gifted	1138	<b>1.6</b>	1727	<b>6.2</b>	40931	<b>16.5</b>
	Specific Learning Disabled	3166	<b>4.4</b>	1616	<b>5.8</b>	9518	<b>3.8</b>
	Other SPED	3466	<b>4.8</b>	1386	<b>5.0</b>	14016	<b>5.7</b>
	Non-SPED	64402	<b>89.2</b>	22984	<b>82.9</b>	183304	<b>74.0</b>

Note: The percentages shown in Table 1 are those for subcategories of a demographic characteristic *within* each of the three ELL groups: ELL, formerly ELL, or non-ELL.

Table 1 shows that ELL students, as a group, differ from students in the formerly ELL and non-ELL groups on some important characteristics. Overall, ELL students are more likely to be eligible for the federal free/reduced price lunch program (the eligibility for which is based on the household income) than students in the non-ELL group. In addition, ELL students are much less likely to be classified as gifted than are students in the other two groups.

## SECTION II

### 2016 AND 2017 FSA AND EOC ASSESSMENT RESULTS BY ELL STATUS

This section compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2016 and 2017 state exams. It is separated into several subsections dealing with different academic disciplines.

### **2016 and 2017 FSA English Language Arts (ELA) and Mathematics Results**

Overall, 20% of current ELL students in grades 3-5 performed at or above achievement level 3 on the ELA component of the 2016 FSA. In 2017, that percentage increased to 27%. The corresponding figures for grades 3-5 for the mathematics subtest of the FSA were 36% and 45% for the years 2016 and 2017, respectively.

In grades 6-8, 12% of current ELL students performed within achievement levels 3-5 on the ELA component of the 2016 and 2017 FSA. The corresponding figures for grades 6-8 for the mathematics subtest of the FSA were 24% in both 2016 and 2017.

In grades 9-10, about 9% of current ELL students performed within achievement levels 3-5 on the ELA component of the 2016 FSA, compared with 8% in 2017.

It is noteworthy that higher percentages of formerly ELL students in grades 3 and 4 scored within achievement levels 3-5 on both the ELA and mathematics components of the 2016 and 2017 FSA than non-ELL students.

Table 2 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that in most cases the percentages of students at each grade level scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the following table exhibits the academic performance of different groups of students for two academic years.

Table 2

Number and Percentage of Students scoring at or above achievement level 3 by ELL status on the FSA in 2016 and 2017

		ELA				Mathematics			
		2016		2017		2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 3	ESOL 1	1690	<b>5</b>	1468	<b>6</b>	1691	<b>23</b>	1455	<b>28</b>
	ESOL 2	714	<b>10</b>	772	<b>13</b>	712	<b>34</b>	769	<b>30</b>
	ESOL 3	1544	<b>17</b>	2234	<b>22</b>	1543	<b>37</b>	2230	<b>40</b>
	ESOL 4	2193	<b>35</b>	5118	<b>61</b>	2179	<b>56</b>	5100	<b>71</b>
	Formerly ELL	6151	<b>75</b>	2599	<b>88</b>	6286	<b>82</b>	2597	<b>90</b>
	Non-ELL	15498	<b>60</b>	16025	<b>65</b>	15369	<b>67</b>	15948	<b>69</b>
Grade 4	ESOL 1	1483	<b>4</b>	1262	<b>4</b>	1586	<b>19</b>	1300	<b>26</b>
	ESOL 2	1153	<b>10</b>	514	<b>11</b>	1165	<b>25</b>	516	<b>40</b>
	ESOL 3	2182	<b>22</b>	692	<b>23</b>	2192	<b>38</b>	688	<b>46</b>
	ESOL 4	1304	<b>55</b>	2253	<b>22</b>	1307	<b>65</b>	2243	<b>47</b>
	Formerly ELL	4309	<b>67</b>	5003	<b>68</b>	6248	<b>78</b>	4993	<b>77</b>
	Non-ELL	16351	<b>61</b>	15950	<b>67</b>	14531	<b>65</b>	15920	<b>74</b>
Grade 5	ESOL 1	1700	<b>4</b>	1157	<b>4</b>	1801	<b>21</b>	1177	<b>23</b>
	ESOL 2	706	<b>11</b>	432	<b>8</b>	704	<b>27</b>	432	<b>28</b>
	ESOL 3	1380	<b>19</b>	800	<b>16</b>	1381	<b>34</b>	802	<b>34</b>
	ESOL 4	965	<b>43</b>	2755	<b>19</b>	962	<b>54</b>	2757	<b>36</b>
	Formerly ELL	1815	<b>41</b>	2213	<b>52</b>	5087	<b>60</b>	2212	<b>61</b>
	Non-ELL	18711	<b>65</b>	19322	<b>65</b>	15472	<b>66</b>	19367	<b>68</b>
Grade 6	ESOL 1	1413	<b>3</b>	1186	<b>2</b>	1473	<b>13</b>	1204	<b>14</b>
	ESOL 2	571	<b>9</b>	476	<b>6</b>	565	<b>20</b>	477	<b>21</b>
	ESOL 3	746	<b>15</b>	745	<b>12</b>	738	<b>24</b>	748	<b>30</b>
	ESOL 4	419	<b>31</b>	1395	<b>20</b>	417	<b>33</b>	1401	<b>32</b>
	Formerly ELL	4035	<b>34</b>	2942	<b>39</b>	4167	<b>35</b>	2960	<b>39</b>
	Non-ELL	17936	<b>62</b>	18345	<b>64</b>	17430	<b>58</b>	18372	<b>62</b>
Grade 7	ESOL 1	1511	<b>2</b>	1114	<b>1</b>	1580	<b>12</b>	1132	<b>13</b>
	ESOL 2	579	<b>9</b>	495	<b>7</b>	579	<b>24</b>	484	<b>21</b>
	ESOL 3	671	<b>13</b>	606	<b>12</b>	665	<b>25</b>	602	<b>25</b>
	ESOL 4	549	<b>29</b>	979	<b>21</b>	532	<b>40</b>	969	<b>34</b>
	Formerly ELL	3708	<b>27</b>	3387	<b>33</b>	4254	<b>35</b>	3217	<b>32</b>
	Non-ELL	18714	<b>59</b>	18848	<b>63</b>	15484	<b>55</b>	16101	<b>57</b>

Table 2 (continued)

		Reading				Mathematics			
		2016		2017		2016		2017	
		Total n	% in Levels 3-5	Total n	Levels 3-5 n %	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 8	ESOL 1	1517	4	1255	3	1517	23	1250	19
	ESOL 2	643	15	585	7	606	34	556	30
	ESOL 3	648	24	703	16	592	33	635	28
	ESOL 4	463	40	884	32	385	37	717	32
	Formerly ELL	2794	35	2533	34	2910	36	2050	31
	Non-ELL	19860	66	20158	65	10579	46	10771	44
Grade 9	ESOL 1	1672	2	1382	1				
	ESOL 2	667	6	626	4				
	ESOL 3	577	18	730	11				
	ESOL 4	412	31	764	26				
	Formerly ELL	2151	32	2247	30				
	Non-ELL	21050	61	20300	62				
Grade 10	ESOL 1	1339	1	919	1				
	ESOL 2	640	4	590	2				
	ESOL 3	627	13	625	5				
	ESOL 4	437	26	972	14				
	Formerly ELL	1730	29	1642	28				
	Non-ELL	21475	56	20983	58				

Note: In this and other tables of this section, the Formerly ELL group contains students who exited the ESOL program no earlier than on March 1 two years prior to the assessment year.

## 2016 and 2017 FCAT 2.0 Science Results

This part of Section II describes student academic performance on the science component of the 2016 and 2017 FCAT 2.0. Table 3 shows student performance on the science subtest disaggregated by student ESOL/ELL classification status for each of the grade levels.

Overall, only 17% of current ELL students in grade 5 scored within achievement levels 3-5 on the science component of the 2016 and 2017 FCAT 2.0. Approximately 12% of the 8<sup>th</sup> grade ELL students scored at or above achievement level 3 in 2016. This percentage increased to 25% in 2017.

The results exhibited in Table 3 reveal that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the table below exhibits the academic performance of different groups of students for two academic years.

Table 3

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the Science Component of the FCAT 2.0 2016 and 2017*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 5	ESOL 1	1807	6	1177	8
	ESOL 2	715	13	434	9
	ESOL 3	1404	17	799	21
	ESOL 4	974	40	2760	21
	Formerly ELL	5078	51	2213	52
	Non-ELL	15523	59	19346	60
Grade 8	ESOL 1	1556	5	1242	4
	ESOL 2	637	14	576	7
	ESOL 3	650	17	683	15
	ESOL 4	441	28	859	23
	Formerly ELL	3500	31	2419	27
	Non-ELL	15908	51	16479	51

## 2016 and 2017 End-of-Course Assessment Results

### Algebra 1

Students in grades 6-12 participated in the Algebra 1 EOC assessment during both the 2015-2016 and 2016-2017 school years. However, the numbers of ELL students participating in the test were small in all grades other than grades 9. Consequently, only the results of students in grade 9 who participated in the spring assessments are reported in Table 4 below.

Table 4

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 FSA Algebra 1 EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 9	ESOL 1	1600	<b>15</b>	1262	<b>17</b>
	ESOL 2	622	<b>26</b>	582	<b>26</b>
	ESOL 3	533	<b>34</b>	685	<b>34</b>
	ESOL 4	331	<b>35</b>	670	<b>43</b>
	Formerly ELL	1582	<b>29</b>	1841	<b>36</b>
	Non-ELL	10833	<b>35</b>	10928	<b>44</b>

The percentage of the current ELL students in grade 9 scoring within achievement levels 3-5 on the Algebra 1 EOC increased from 23% in 2016 to 28% in 2017.

### Geometry

Students in grades 7-12 participated in the Geometry EOC assessment during both the 2015-2016 and 2016-2017 school years. However, the numbers of ELL students participating in the test were small in all grades other than grade 10. Consequently, only the results of students in this grade who participated in the spring assessments are reported in Table 5 below.

Table 5

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 FSA Geometry EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 10	ESOL 1	1273	<b>13</b>	894	<b>18</b>
	ESOL 2	596	<b>24</b>	580	<b>22</b>
	ESOL 3	589	<b>28</b>	582	<b>30</b>
	ESOL 4	375	<b>29</b>	897	<b>32</b>
	Formerly ELL	1320	<b>25</b>	1312	<b>31</b>
	Non-ELL	10838	<b>26</b>	10563	<b>31</b>

Of the current ELL students in grade 10, approximately 21% scored within achievement levels 3-5 on the Geometry EOC in the spring of 2016. In 2017, this percentage increased to 26%.

### Algebra 2

Students in grades 8-12 participated in the Algebra 2 EOC assessment during both the 2015-2016 and 2016-2017 school years. However, the numbers of ELL students participating in the test were small in all grades other than grade 11. Consequently, only the results of students in grade 11 who participated in the spring assessments are reported in Table 6 below.

Table 6

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 FSA Algebra 2 EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 11	ESOL 1	291	<b>16</b>	117	<b>18</b>
	ESOL 2	255	<b>21</b>	103	<b>22</b>
	ESOL 3	327	<b>22</b>	124	<b>26</b>
	ESOL 4	251	<b>30</b>	317	<b>31</b>
	Formerly ELL	844	<b>26</b>	560	<b>39</b>
	Non-ELL	7989	<b>16</b>	4158	<b>25</b>

Of the current ELL students in grade 11, approximately 22% scored within achievement levels 3-5 on the Algebra 2 EOC in the spring of 2016. This percentage increased to 26% in 2017. It should be noted that formerly ELL students in grade 11, as a group, outperformed the non-ELL students on both the 2016 and 2017 FSA Algebra 2 EOC Assessment.

### Biology

Students in grades 8-12 participated in the Biology EOC assessment during both the 2015-2016 and 2016-2017 school years. However, the numbers of ELL students participating in the test were small in all grades other than grade 10. Consequently, only the results of students in grade 10 who participated in the spring assessments are reported in Table 7 below.

Table 7

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 Biology EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 10	ESOL 1	1306	<b>8</b>	884	<b>11</b>
	ESOL 2	592	<b>20</b>	565	<b>14</b>
	ESOL 3	569	<b>31</b>	583	<b>26</b>
	ESOL 4	376	<b>41</b>	877	<b>39</b>
	Formerly ELL	1404	<b>42</b>	1340	<b>45</b>
	Non-ELL	11742	<b>51</b>	10474	<b>53</b>

Of the current 10<sup>th</sup> grade ELL students, approximately 19% scored within achievement levels 3-5 on the 2016 Biology EOC. In 2017, this percentage increased to 23%.

### US History

Students in grades 9-12 participated in the US History EOC assessment during both the 2015-2016 and 2016-2017 school years. However, the numbers of students participating in the test were small in all grades other than grade 11. Consequently, only the results of students in grade 11 who participated in the spring assessment are reported in Table 8 below.

Table 8

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 US History EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 11	ESOL 1	877	<b>5</b>	616	<b>8</b>
	ESOL 2	566	<b>11</b>	504	<b>13</b>
	ESOL 3	558	<b>25</b>	496	<b>20</b>
	ESOL 4	377	<b>44</b>	835	<b>34</b>
	Formerly ELL	1304	<b>52</b>	1347	<b>55</b>
	Non-ELL	18654	<b>67</b>	19031	<b>72</b>

Of the current 11<sup>th</sup> grade ELL students, approximately 17% scored within achievement levels 3-5 on the 2016 US History EOC. In 2017, this figure increased to approximately 20%.

### Civics

The results of students in grade 7 who participated in the spring assessment by their ELL status are reported in Table 9.

Table 9

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 Civics EOC Assessment*

	ESOL/ELL Status	2016		2017	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 7	ESOL 1	1659	<b>10</b>	1136	<b>10</b>
	ESOL 2	593	<b>25</b>	491	<b>23</b>
	ESOL 3	692	<b>35</b>	606	<b>34</b>
	ESOL 4	551	<b>56</b>	979	<b>51</b>
	Formerly ELL	3674	<b>49</b>	3355	<b>57</b>
	Non-ELL	19038	<b>73</b>	18772	<b>79</b>

Of the current 7<sup>th</sup> grade ELL students, approximately 25% scored within achievement levels 3-5 on the 2016 Civics EOC. In 2017, this figure increased to approximately 29%.

### SECTION III

## PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION

Academic year 2016-2017 was the first year in which the ACCESS for ELLs 2.0 was administered after the multistate World-class Instructional Design and Assessment (WIDA) consortium rescaled the test. As a result, the scale scores and achievement levels from the 2016-2017 administration are not comparable to those from the previous administration.

ACCESS for ELLs 2.0 measures students' English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The assessment provides scale scores and proficiency levels in each of these domains as well as an overall composite scale score and proficiency level. Proficiency levels vary from 1 to 6 and are labeled (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Level 6, or Reaching, is considered by WIDA as indicating proficiency in a particular English language domain. Proficiency level determinations are grade-level specific; proficiency levels prior to level 6 are reported as decimals. For example, a proficiency level of 3.4 indicates that a student is at the Developing level of proficiency and has made four tenths of the way to the Expanding level. Tables 10 and 11 show the outcomes on the 2017 ACCESS for ELLs 2.0.

Table 10

*Numbers and Percentages of Students Scoring in Levels 4-6 in the Listening and Speaking Modalities on the 2017 ACCESS for ELLs 2.0*

2017 Grade	Listening		Speaking	
	Total n	% in Levels 4-6	Total n	% in Levels 4-6
K	5245	<b>57</b>	4491	<b>49</b>
1	7146	<b>78</b>	3621	<b>40</b>
2	7982	<b>77</b>	4223	<b>41</b>
3	8072	<b>84</b>	3758	<b>39</b>
4	3589	<b>75</b>	2338	<b>49</b>
5	4005	<b>77</b>	2830	<b>54</b>
6	2456	<b>63</b>	1856	<b>48</b>
7	1799	<b>55</b>	1477	<b>45</b>
8	1810	<b>51</b>	1444	<b>41</b>
9	1684	<b>45</b>	1163	<b>31</b>
10	1675	<b>49</b>	1050	<b>31</b>
11	1248	<b>44</b>	772	<b>27</b>
12	762	<b>46</b>	430	<b>27</b>
K-12	47473	<b>67</b>	29453	<b>42</b>

Table 11

*Numbers and Percentages of Students Scoring in Levels 4-6 in the Reading and Writing Modalities on the 2017 ACCESS for ELLs 2.0*

2017 Grade	Reading		Writing	
	Total n	% in Levels 4-6	Total n	% in Levels 4-6
K	2220	<b>24</b>	408	<b>4</b>
1	3481	<b>38</b>	180	<b>2</b>
2	4784	<b>46</b>	1394	<b>13</b>
3	5431	<b>56</b>	1713	<b>18</b>
4	2251	<b>47</b>	1543	<b>32</b>
5	2294	<b>44</b>	2032	<b>39</b>
6	994	<b>25</b>	852	<b>22</b>
7	861	<b>26</b>	661	<b>20</b>
8	966	<b>27</b>	659	<b>19</b>
9	1318	<b>35</b>	1209	<b>32</b>
10	1198	<b>35</b>	1066	<b>31</b>
11	985	<b>34</b>	887	<b>31</b>
12	519	<b>31</b>	366	<b>22</b>
K-12	27302	<b>38</b>	12970	<b>18</b>

Table 12 shows ESOL exit rates in 2016-2017. The column labeled “Total n” refers to the number of ELLs as of February of 2017 who participated in the ACCESS for ELLs 2.0. The figures shown in the next two columns reflect those who exited the ESOL program based on the results of ACCESS for ELLs 2.0 and other assessments. The State Board of Education established a rule for exiting the ESOL program. Under that rule, as amended in May 2017, students must have achieved an overall composite proficiency level of at least 4 and score at least 4 in the reading domain of the ACCESS for ELLs 2.0. In addition, students in grades 3 or above had to achieve at least level 3 on the ELA component of the FSA, and students in grades 10-12 had to satisfy the reading graduation requirements.

Table 12

*Numbers and Percentages of Students Exiting the ESOL Program in 2016-2017*

Grade	2016-2017		
	Total n	Exited ESOL n	%
K	9248	1347	<b>15</b>
1	9193	1304	<b>14</b>
2	10437	3368	<b>32</b>
3	9561	2820	<b>29</b>
4	4711	621	<b>13</b>
5	5004	598	<b>12</b>
6	3769	307	<b>8</b>
7	3182	244	<b>8</b>
8	3375	355	<b>11</b>
9	3611	271	<b>8</b>
10	3344	163	<b>5</b>
11	2730	231	<b>8</b>
12	1423	153	<b>11</b>
K-12	69588	11782	<b>17</b>